

SCIENTIFIC AND SOCIOECONOMIC FACTORS RELATED TO THE
ATTENTION RATE OF SPECIALLY ADMITTED BLACK
COLLEGIATE FEMALE SCIENTISTS

III

SEVEN YEAR STUDENT

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Robert Alan Bennett

THIS PROJECT
IS
DEDICATED
TO
MR. ROYCE, MR. DONALD HICKMAN,
AND
THE PAST, PRESENT AND FUTURE
BLACK STUDENTS
OF THE
UNIVERSITY OF FLORIDA

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DISSERTATION OF THESIS/THESIS PRESENTED TO THE GRADUATE COUNCIL
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REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

ACADEMIC AND NONACADEMIC FACTORS RELATED TO THE
ATTENDANCE RATE OF SPECIALLY ADMITTED BLACK
UNIVERSITY PROGRAM STUDENTS

By

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The purpose of this study was to investigate the relationship between five independent variables (high school grade point averages, college entrance exam scores, personality, self-esteem, and college student satisfaction) and one dependent variable (college grade point averages) concerning specially admitted black students at the University of Florida. Further, this study examined the relationship between college student satisfaction scores for these black students and the other variables, personality and self-esteem.

A total of 108 specially admitted University of Florida black freshmen participated in this study. Each was present and participated in the first day of the five-day orientation program conducted by the two special admission programs during Summer, 1981. The Tennessee Self-Concept Scale (TSCS) and the Symptom-Checklist Type Indicator (SCTI) were administered to each subject as part of the orientation program. During

the United week of Spring, 1984, the College Student Service Factors Questionnaire (CSSFQ) was sent given to each student. Final information regarding high school grade point averages, college entrance exam scores, and cumulative college grade point averages was requested and obtained from the University of Florida Office of Admissions and the Registrar.

A Pearson Product Moment Correlation indicated no significant relationship between college grade point averages and any of the five dependent variables. Correlation coefficients also indicated no significant relationship between college student satisfaction and the variables of personality type and self-concept.

The results of a stepwise regression analysis yielded a multiple coefficient of determination (R^2) of only .26 (p > .05) using the four sub-scales of Personal Self, Social Life, Academic Work-Trial, Learning, and Working Conditions were entered into the prediction model.

CHAPTER ONE INTRODUCTION

The gap between the percentage of black and white students who were 17 to 20 graduates of Florida universities in attending college. Almost half of the black students enrolled in the state state schools during the last four years dropped out before completing a bachelor's program.

The Independent Florida Alligator
September 22, 1961

Statement of the Problem

The above statement is only one of many in recent months which has focused on the attrition/retention/graduation problem being experienced throughout the State University System of Florida. Although the main objective of colleges and universities is to graduate students, there is a high attrition rate for black students. A recent study by Spertus (1968) reported that of every 100 white 18 year olds in the United States, approximately 75 finish high school, about 48 enter college, and about 25 earn a baccalaureate degree. However, the persistence and graduation rates show a marked decline for the black population of 18 year olds. Of every 100 black 18 year olds, approximately 40 finish high school, about 20 enter college, and only about 8 actually earn a baccalaureate degree.

An extensive follow-up study of 20,000 1978 high school graduates was conducted by Ecklund and Flumhauser (1979). While the overall college dropout rate for both whites men and women was found to be 34 percent, the rates for black men and women were 41 and 38 percent, respectively. In examination of the graduation trends for the two groups revealed the following rates: white men, 29 percent, white women, 37 percent, black men, 27 percent, and black women, 33 percent.

Kobrinak (1978) conducted a similar in-depth study on the academic status of minority students. The results of this study indicated that of the first-time enrolled freshmen in 1974, a year later 18 percent of the black students had been dismissed for academic reasons, as compared to 5 percent for white students and 4 percent for the university as a whole. The reported overall dropout rate (for both academic and nonacademic reasons) was 27 percent for blacks, 15 percent for whites and 21 percent for the overall university population. However, another follow-up study of black and white students (Wells and Kobbak, 1981) found that the graduation rates for both groups over a period of five years were very similar. There was also very little difference in the academic standing (cumulative grade point averages) of these students who withdrew by year. In a comprehensive ten-year study Wells (1987) however concluded that although the academic persistence rate for blacks was lower than that for whites, the persistence rate for black women was actually higher than that of white women of comparable preparation.

and ability. Therefore, not only were differences found in high school scores, but also between scores within the same race.

While the majority of the above studies suggests high achievement rates for some black students, those initially admitted under special guidelines which were established in compliance with federal requirements have additional problems (Harber and Schmitt, 1977). Although special admission criteria may vary among similar institutions, they are usually based on minimal standardized test scores and/or high school grade point averages. A recent report by the National Advisory Committee on Black Higher Education and Black Colleges and Universities recommended that the specific needs of black students at predominantly white institutions should be defined. This report also suggested identification of ways in which these institutions can increase their response to the success to and completion of programs by Blacks (U.S.D.E., 1976).

In a majority of cases, a great deal of emphasis is placed on the recruitment and admission of specially selected students (Dart and Clinton, 1970). These students are overwhelmed with letters of welcome and congratulations from various offices prior to entering the university or college. Their initial experiences contrast with university personnel usually noted in the form of some type of formal or informal orientation program (McGowan, Olson, Stewart, and Neuge, 1980). Hartman-Miller (1981) suggests that the establishment

of early contact is fundamental to the success of black college students in special programs. Although these contacts are initially positive in nature, they are not often maintained at the same level of intensity over an extended period of time. This relationship is usually not re-evaluated until the student learns academic difficulties. Too often the student's dissatisfaction with the college environment is only apparent through low academic achievement. It is at this point that concern is shown for these students and assistance is offered. Any time this concern and assistance is too late to be of any benefit to the students (Friedlander, 1966). These specially admitted students, although performing well academically, also may be experiencing dissatisfaction with the college environment and should not be referred to the institution for one reason or another. Satisfaction with the college environment, including the helpfulness of faculty, staff, advisors, and counselors, seems to be an important determinant in the ultimate role of these specially admitted students.

In contrast, the same set of circumstances may result in a very different outcome for regular students because of their tendency to generalize high school experiences to the college situation (Hartmann-Wilmer, 1971). During the course of previous daily interactions, they have internalized the roles of the peers and have the roles that they are expected to play. Thus the expectations of the regular student are not realized, the response to make the appropriate

adjustment are readily available. Borton (1967) uses the term "anticipatory socialization" to describe this process.

Since the beginning of special admission policies, researchers have attempted to identify factors related to academic success. The most common factors that have been associated with college adaptation are academic and non-academic. There is a wealth of research concerned with academic factors such as high school grade point averages and standardized college entrance test scores (Lisowski, 1977; Dalton, MacIntyre, and Briggs, 1979; Price and Kim, 1976; Brown-Gardell and Thompson, 1980; Miller and Radabaugh, 1975). There have also been attempts to identify nonacademic factors such as personality characteristics, self-concept, sociodemographic status, biographic background, and motivation (Krem and Fuchs, 1980; Fuchs, 1979; Hartz, 1973, and Weiss, 1975; Samuel and Laird, 1978).

The University of Florida is part of a State University System whose policy permits 10 percent of the freshmen class to be admitted without having met minimum admission requirements. At present, these requirements are a high school grade point average of 3.0 and a total of 800 on the SAT (Scholastic Aptitude Test) or 17 on the ACT (American College Testing Program). Except in very few cases, the students are required to enroll for the term immediately following high school graduation. The rationale behind this requirement is that during the summer a more intensive orientation program can be implemented and individual attention can be

Given to these students when there is generally a lower commitment during this term.

Presently there are two programs at the University of Florida primarily responsible for the overall coordination of the orientation program and subsequent education and graduation of these students. These two programs are Special Services and The Program for Academic Counseling and Tutoring (PACT). The Special Services Program is a federally funded program designed to assist students from "economically and/or educationally" deprived backgrounds. This program began in 1971 and provides supervision services and alternative grading and test-taking provisions to insure the participants success in the students as well as social adjustment. Currently there are hundreds of such programs being conducted throughout the United States with 17 based on college campuses within the State of Florida.

The PACT, which began summer 1977, is state funded and provides essentially the same type of assistance that the Special Services Program provides. These programs work closely in the planning and implementation of an orientation program and other activities which involve specially selected students at the University of Florida. These other activities include tutoring, counseling, general information, financial assistance information, academic adjustment and career information.

Another important aspect of these programs is the use of peer counselors who serve as social and academic role

models. These former "program" participants are a valuable asset providing assistance to students throughout the critical freshman year. Although the type of assistance which these two programs offer varies according to individual student needs and resources available, they both have as their main goal protection of program participants.

While each of these students goes to make the initial adjustment to college life, programs exist for them after this introductory period. Even through the special selection criteria are essentially used to predict which "marginal" students will most likely succeed if admitted, predictions based solely on standardized test scores and/or high school grade point averages have not proven to be accurate.

Background of the Study

The purpose of the present study was to investigate the relationship between five independent variables (high school grade point averages, college entrance exam scores, personality type scores, self concept scores, and college student satisfaction scores) and one dependent variable (college grade point averages). This study also attempted to determine the relationship between college student satisfaction scores, personality type scores and self concept scores of specially admitted black university freshmen students. Although this relationship has been the source of much recent research, the significance of a

predictive model by the use of multiple factors has not been extensively explored and determined. This was the focus of this study.

Specifically, this study proposed to answer the following questions concerning specially admitted black university freshmen students:

- (1) Does a relationship exist between college grade point averages and high school grade point averages?
- (2) Does a relationship exist between college grade point averages and college entrance exam scores?
- (3) Does a relationship exist between college grade point averages and self-concept?
- (4) Does a relationship exist between college grade point averages and personality type preferences?
- (5) Does a relationship exist between college grade point averages and college student satisfaction?
- (6) Does a relationship exist between personality type preferences and college student satisfaction?
- (7) Does a relationship exist between self-concept and college student satisfaction?

Need For The Study

Institutions of higher education, along with other segments of society, are facing difficult times due to financial cutbacks and decreasing enrollments. These impending

budgetary difficulties have caused institutions to reduce admission standards for regularly admitted students and to accept those even more likely than students who are admitted through special admission policies.

Numerous national surveys have been conducted in an attempt to monitor admission and retention trends for minority students attending large, predominantly white universities in the United States (Gutman and Brooks, 1959; Gutman, Brooks, and Rorvick, 1962; Gutman, Brooks, and Warden, 1972; Gutman, Levin, and Brooks, 1974; Gutman and Webster, 1976). The results of these studies indicated that those who entered programs through admission were black females and searching for better methods of selection. Also, the number of special programs demonstrated a decrease as well as the number of schools utilizing different admission criteria for minority students.

The retention/graduation rate of all students, and especially those admitted through special guidelines, is a major concern in university administrations. Brown-Gunnell and Thompson (1980) contended that college grade point average and college graduation may result from the interaction of different sets of antecedent and intervening variables. It also has been suggested that a variety of factors should be considered in making decisions about progressing students (Hepner, 1978). However, the problem exists in attempting to systematically define some of these factors.

In recent years there have been questions raised concerning the effectiveness of special admission programs and/or the academic success of former participants in terms of grade point averages and graduations. Past research in this area has produced ambiguous and mixed results (Harris, 1968; Timp, 1971; Boyd, 1977; Phillips and Belland, 1971). However, the decision as to whether a student is admitted or denied admission is with most often based on the academic records of standardized test scores, high school grade point averages, and/or letters of recommendation regarding their academic potential. It has been shown that decisions based on the above mentioned factors are not designed to meet needs, and admission decisions cannot be absolutely outside of the purview of their decisions.

One researcher (Harris, 1975) suggested that in order to reduce the number of the high risk admission program, admission officers should be more sensitive to alternative indicators that might be more predictive of a black student's success than traditional indicators. Examples of these nontraditional variables may include positive self-concept, leadership potential, goal oriented activities, and personal maturity. Paine (1986) also cited the failure of past research to define more clearly the possibility of multiple characterization of students. This researcher hypothesized that dropout occurs because of academic and social misintegration and is a longitudinal process of interaction between the individual and the academic and social systems of the college.

HOW? SPECIFICALLY ADMITTED STUDENTS AND WHOSE RESPONSIBLE FOR ADMITTING, RETAINING, AND GRADUATING SPECIFICALLY ADMITTED STUDENTS WOULD DESIRE TO ADMIT THOSE INDIVIDUALS WITH A HIGH PROBABILITY OF SUCCESS BASED ON AS MANY FACTORS AS ARE AVAILABLE. HOWEVER, MANY QUESTIONS STILL GO UNANSWERED AS TO WHICH FACTORS CONTRIBUTE TO PRODUCE HIGH RETENTION AND GRADUATION RATES. DO SOME STUDENTS SUCCEED BECAUSE CERTAIN ACADEMIC ACHIEVEMENT SCIENTIFICALLY PROVED THEIR ACHIEVEMENT? WHY DO OTHER STUDENTS WITH THOSE SAME TEST SCORES FAIL? DO THERE SOMETHING UNIQUE ABOUT INDIVIDUALS WHO SCORE LOW ON STANDARDIZED TESTS AND YET MANAGE TO ACHIEVE ACADEMIC SUCCESS? ANSWERS TO THESE AND OTHER QUESTIONS WOULD PROVIDE VALUABLE INFORMATION TO ADMISSIONS COMMITTEES, ADMISSIONS, AND STUDENTS.

During spring 1979 at the University of Florida, a retention fact-finding study was conducted (Hewitt, 1981). The purpose of this study was to establish retention rates for specially admitted students. The findings of this study indicated that of the 780 students admitted between the summers of 1974 and 1976, 448 or 58 percent were still enrolled, while 332 percent were no longer enrolled. Of those students still enrolled, 28 or 3 percent had 2.0-2.9 grade point averages. 220 or 25 percent had grade point averages of 3.0-3.9. 46 or 10 percent were on academic warning, and 48 or 10 percent were on academic probation. This fact-finding study provided evidence that not all specially admitted students achieve at the same level and that considerable an

well as academic type failures may be predicted by the success of these students.

It is apparent that individuals differ in characteristics other than high school grade point averages and standardized test scores. Thus, other factors which may affect the academic performance of college students should be studied. This raises one student success and another finding with identical or very similar academic background FACT. This question leads university administrators and administrators and was answered by the present study

Definition of Terms

The following terms have been operationally defined for the purpose of this study

Warning The tendency of students to leave an institution of higher education prior to acquiring a degree due to the failure of maintaining cumulative grade point averages of 2.0 or better and/or academic failure

College entrance scores The college entrance scores of specially selected high university freshmen students as measured by ACT (American College Testing) or SAT (Scholastic Aptitude Test)

Grade point average The quotient obtained when total grade points are divided by total hours carried.

Personality scores The personality scores of specially selected high university freshmen students as measured by the Myers-Briggs Type Indicator

Intention The tendency of students to remain at an institution of higher education and receive a baccalaureate degree.

Satisfaction scores The satisfaction scores of specially admitted black university freshmen students as measured by the College Student Satisfaction Questionnaire.

Self-concept scores The self-concept scores of specially admitted black university freshmen students as measured by the Tennessee Self-Concept Scale.

Specially admitted students First-time-in-college freshmen students admitted to the University of Florida through special admission criteria during summer quarter, 1992.

Organization of the Study

The remainder of this study is divided into four chapters. A review of the literature on specially admitted students and the academic and nonacademic factors relating to college student retention is presented in Chapter Two. The hypotheses, population and sample, instruments, procedures, analysis of data, and limitations of the study are explained in Chapter Three. The results of the study are reported and discussed in Chapter Four. Chapter Five includes conclusions, implications for further research, a summary of the study, and recommendations for further research.

CHAPTER TWO REVIEW OF RELATED LITERATURE

Introduction

There are many factors which affect the college grade point averages and retention of university especially admitted students. Basically, these factors can be divided into two categories: academic and nonacademic. For the purpose of the present study, the review of literature is discussed in terms of these two major sections. However, due to the uniqueness of the research in the area of nonacademic factors and their relationship to college attrition, the following subheadings are used: self-concept, personality characteristics, and college student anticipation.

READING THROUGH RETENTION IN COLLEGE STUDENTS

The results of a recent national survey entitled High Risk in Student Retention (Reel and Reel, 1976) suggest that retaining efforts for both four- and two-year institutions need improvement. Various authors have attempted to identify potential sources of problems associated with low retention rates (Carmay and Gels, 1960; Clancy, 1966; Folan and Kim, 1976; Stanley, 1971). The focus of the majority

of these studies has been toward academic factors and their relationship to college attrition. Most of the criteria for selection into college are based on previous academic performance in the form of college entrance exam scores or high school grade point averages. One author (Crimmell, 1977) concluded that if grades are to be used to predict college grade point averages, then they should be used as the criterion measure in the selection process. Paul (1978) suggests that a combination of factors, including High school grade point average and class rank, first semester college grades, study habits, motivational level and commitment, student-family relationships, and the fit between the college and student should be considered when addressing the problem of student retention.

Recent research has revealed a significantly strong relationship between students who receive lower average first-term grade point averages and attrition (Patterson and Gresham, 1984). Therefore it would seem that identification of the reasons for poor academic achievement is a necessity in the attempt to reduce attrition rates. One such study (Bart and Seiler, 1986) was designed to obtain self-reported reasons for poor academic achievement among first-term freshmen. The findings indicated that these students placed the greatest responsibility for their low grades on their selves (i.e., their own lack of motivation, improper study habits, and inattention to school work).

The freshman college year experience has been identified as being quite different from any other year's experience. Lohm and Spensel (1976) reported that freshmen students experience a transition from academic to social concerns during the first year. Following the achievement of academic status, emphasis is focused toward building and maintaining interpersonal relationships. The results of another study (Holman-Petersen and Rodriguez, 1978) seem to add credence to the idea that freshman perceptions are different from those expressed by older and more experienced students. Freshman students reported fewer feelings of isolation and significantly greater socialization than other students. These authors suggested that initially freshmen perceive the campus environment as an idealistic and optimistic light but as matriculation continues, idealism is replaced by realism and optimism by pessimism. The response is stress and dissatisfaction. Kraft (1978) also reported a significant change between the initial expectations of Spanish freshman students and their later perceptions about the campus environment.

The research in the area of academic factors and their relationship to college retention is quite extensive. Many researchers (Bullough, 1971; Packer, 1974; Bean and Gonyea, 1978; Thomas and Stanley, 1980) have attempted to correlate previous academic achievement (SAT scores, high school rank, and high school grade point averages) and retention. The findings, however, have yielded inconclusive and often conflicting results.

Issenberg (1981) cited the following limitations of previous studies seeking to identify factors related to college persistence: 1) too few variables had been included, 2) no differentiation was made between students who withdrew (in terms of achievement level or not), 3) no multivariate statistical techniques had been used to analyze data, and 4) there had been little indication of the interrelationships among variables.

One of the first studies which attempted to compare grade prediction equations of Negro and white students was conducted by Henry (1978). This study reported mixed results; no significant difference was found in two integrated colleges in the East, but in a segregated college, the Negro students' scores were overpredicted by the use of the white regression equation. Tseng (1971) replicated Henry's (1978) research and obtained similar results. The author further suggested that since a predictive system based on majority students serves to predict black applicants by underpredicting their potential college performance, institutions using SAT and other admissions tests and procedures should conduct a validity analysis at their own institution. Another researcher (Hewitt, 1978) also compared GPA regression equations for regular and specially admitted students. High school percentile rank was viewed quantitatively scores on the Composite Scored and College Ability Tests (SAT) were found to be useful predictors of college GPA for both groups in this study.

One group of researchers conducted a multi-variate study of personality and academic factors in college withdrawal (Owen, Bolmer, and Kuper, 1974). They concluded that academic variables such as SAT, high school grade point average and rank, etc., are useful predictors of academic achievement with freshman persistence, and dropouts. Luzzo (1977) also investigated the relationship between academic variables (e.g., high school rank, SAT scores, previous semester's grade point average and number of hours completed) and college persistence and voluntary withdrawal. A consistently significant relationship was found to exist between prior grade point average and prior semester course load and withdrawal and persistence. That is, prior to withdrawing, withdrawers had lower grade point averages and took fewer class hours. Other research conducted in this area has produced inconclusive results; Price and Elm (1974) in a study designed to (1) identify the specific factors most likely to be associated with reasons of college withdrawal and (2) test the significance of these factors on college performance, found college entrance examination scores (ACT) to be more significant and important as predictors than high school grades. However, just as some studies have found a significant relationship between prior academic achievement as evidenced by college entrance exam scores or high school grade point averages and college grade point averages, many others have found little or no significant relationship. Pfeiffer and Bedeian (1975)

obtained mixed results suggesting that while high school grades correlated slightly with college grades for black females, this was not the case for black males. The Scholastic Aptitude Test-Torial was the best predictor for black males.

In an attempt to determine the relationships between underachievement and college entrance failure, intervention, and dropout (MTR) studied their variables (predicted grade point average, Scholastic Aptitude Tests, and relative high school rank). No significant relationship was found between predictors, socioeconomic disparities and academic dropouts or their time variables. Roper (1977) is yet another study found SAT scores to be ineffective as predictors of college graduation for minority students at selected institutions.

The relative effectiveness of four variables, SAT-Torial, Scholastic, high school GPA, and family income as predictors for college graduation among low-income students was investigated by Keweenaw-Carroll and Thompson (1980). None of the four variables were found to be effective either singly or in any combination as predictors of college graduation, withdrawal, or academic dismissal. Their authors concluded that perhaps college grade point average and college graduation result from the interaction of different sets of antecedent variables (socio-economic, study habits) and intervening variables (college environment, perceived institutional, perception of material and support services).

Senneker (1988) evaluated the relationship between college grade point average (as the dependent variable) and selection predictor variables (high school rank, and the verbal and quantitative scores on the College Board Scholastic Aptitude Test) in a sample of specially admitted black female undergraduates. Senneker indicated that after 8 semesters, 38 percent of the students had withdrawn or were transferred to another institution, 32 percent had graduated, and 30 percent had been dismissed for academic reasons. Stepwise regression analysis using the predictor variables revealed a coefficient of multiple determination (R^2) of .32, that is, only 32 percent of the variance in college grade point average could be attributed to the three variables. High school rank contributed to the greatest proportion of the variance to R^2 (.15). SAT-V and SAT-Q accounted for approximately 8 and 1 percent of the variance respectively. Senneker stressed the need to identify predictors other than high school rank and SAT-V or SAT-Q scores because of possible underpredictive in some cases.

The above section of this literature review cited various studies concerned with academic factors such as previous high school grade point average and/or rank and college entrance exam scores and their relationship to college success. Although agreement has been reached on the relevance of adequate academic factors and their relationship to student retention, agreement on specific selection criteria has not proven conclusive. Therefore,

poor academic achievement is still a critical factor in the overall issue of college student attrition.

Nonacademic Factors Related to College Attrition

Research studies concerning nonacademic factors related to college student attrition are plentiful. Although this section of the literature review often research limitations focus regarding numerous nonacademic factors related to college student attrition, emphasis is placed on studies relating to self-concept, personality, and college student motivation.

Murphy (1976) is a study designed to measure the success of a special education program reported a 48 percent retention rate. Murphy suggested that the traditional negative measures used to predict academic success for all students are valid only for the student with traditional academics, that is, the success of the program depends on the selection process. Another researcher (Haynes, 1988) also suggested that a variety of factors should be taken into consideration when making decisions about dropping students. Factors outlined by Haynes include past academic performance, academic attitude, motivation, personality, special interests or abilities, extra-curricular skills, economic status, and physical characteristics. The other authors (Baskin and Baskin, 1986) similarly suggested that success of the initiative results in the past,

additional sociocognitive variables such as student perceptions and expectations, goals and values, social participation in campus activities and cultural background should be considered in the context of academic performance.

Extensive research in the area of socioeconomic factors and their relationship to college student attrition has been conducted (Borjas, Bradley, and Cochran, 1978; Borjas, 1984; Hoxfeld, 1978; Russell, Ingels, and Radabaugh, 1979). The various studies that have been referenced cover a wide spectrum of variables. One group of researchers (Williams, Murray, Fox, and Taylor, 1985) explored the effectiveness of kinship-based inventory data as possible predictors of college performance. The results indicated that kinship-based data was, in general, as effective or in some cases more superior than previous high school performance in predicting college grade point average.

Curry and Hale (1985) used data from a standardized reading test and student background information to correlate college academic performance and retention. Both college entrance test scores and reading test scores were found to be related to academic performance and attrition. These authors suggested that the use of reading scores could be helpful to colleges who seek to identify those students who are in need of special assistance.

Other research (Williams, Radabaugh, and Smith, 1974) has explored the ways, if any, in which black students entering in college are different from those not belonging

on demographic and institutional variables. They reported that blacks who returned 1) have more self-confidence and higher expectations, 2) feel more strongly that the university should influence social conditions, 3) are more active at the university, and 4) are more likely to have lived on campus and made use of the facilities than did nonreturning blacks. Students were also asked to identify possible reasons that would lead to their dropping out prior to receiving a degree. The authors concluded that students have more strong self-confidence, take a more positive look at the university, and want to go to achieve their own goals.

In a four-year longitudinal study of 8,388 high-aptitude students, Jettie (1978) concluded that students who drop out of college demonstrated the following characteristics: 1) come from lower socioeconomic backgrounds, 2) have lower marks in high school, 3) plan initially to get lower college degrees, and apply for relatively lower scholarships. When asked to identify and rate possible sources of academic problems, black students in both predominantly black and white schools rated their high school preparation as less adequate (Jones, Harris, and Smith, 1974).

In an attempt to identify and describe the extent to which various influence sources affect attendance and retention in college, Brown (1979) conducted a survey at the end of the college student's freshman and sophomore years. The top three influences were 1) students' own career

glass, to the mother, and to the academic adviser. Foster, Sullivan, and Kiyono (1978) in a comparison of the problems perceived by minority students (Hispanic, American Indian, Asian American, and black students) and white American students found that black students expressed more serious problems in feeling (the victims of racism and discrimination because of race. Other problems identified by all students included problems regarding vocational decisions, managing time, studying, and negotiating the university system. One writer suggested specific program strategies beneficial for both students and the university (Raymond, 1988). Problems arise because of the inability of many universities to respond to the special academic, environmental, and economic needs of minority students (Raymond, 1988). The conclusion reached by Espi and Ransom (1970) following a study into the extent of racial discrimination in selective college admissions was that college admissions personnel should give consideration to the relation of selection procedures to the values and goals of their college.

Self-concept and College Student Success

One of the most researched factors associated with college student success is self-concept. Much research has been reported in the literature regarding the self-concept and its relationship to college student success. Jahn (1977) reported positive changes in self-esteem and suggested that college administrators may increase the individual's sense of competence and self-worth. The longitudinal

analyses performed in this study demonstrated that students undergo a variety of changes in self-concept, attitudes, and values after they enter college. These changes are evidenced by a more positive self-image and demonstrated in a greater sense of interpersonal and intellectual competence. Gany (1978) investigated the nature of the relationship between the self-concept and academic performance of black students on white campuses who participated in black studies and those who did not. No significant correlations between self-concept and academic performance was reported. Smith (1974) also reported no significant relationship between self-concept (as measured by the Tennessee Self-Concept Scale) and students' achievement of business students. That is, students who performed low academically did not have a lower self-concept than those who performed higher academically. Similarly, Daniel and Lewis (1976) found no significant differences in the self-concepts of black females on a predominantly black campus as measured by the Tennessee Self-Concept Scale when compared to black females on a predominantly white campus.

In a study designed to determine the effectiveness of the Special Services Program in a southern university, Cole (1971) compared the grade point averages and self-concepts of program participants with nonparticipants. Even though the Special Services Program appeared to have had a positive effect on students' achievement, the two groups did not differ significantly with respect to self-concept.

During posttesting, 85 percent of the students had attained initial positive self-concept scores within plus or minus one standard deviation of the normative population. Cole hypothesized that the limited level of self-concept probably accounted for the small change score and the fact that there was an significant difference between the two groups as a result of the program treatment. Still another researcher (Ogden, 1974) studied peer counselor effects on the self-concept and academic adjustment of a group of Special Services students who participated in group counseling. The researcher used the Tennessee Self-Concept Scale and the College Inventory of Academic Adjustment as measures of self-concept and academic adjustment. Three groups of students were used in this study. Group one consisted of students with peers as group counselors. Group two consisted of students with Educated Opportunity Program staff counselors as leaders. Group three consisted of students who did not participate in the Educated Opportunity Program. Groups one and two both changed positively, but not significantly on all subscales on the Tennessee Self-Concept Scale. Peer counselors therefore were found to be as effective as group counselors when Special Services students were compared on the two variables.

As outlined in the above mentioned studies, other researchers have reported significant relationships between self-concept and college adjustment. Gabelle and Fournier (1979) found a significant difference between high and low

achievers, with high achievers rating themselves significantly higher than low achievers. Green and Burgher (1987) investigated the relationship of personality and cognitive factors with academic achievement of eleventh grade Negro and white students. They administered used the Bishop's State N scales (as a measure of academic achievement), the verbal score of the Revised and Collapsing Ability Test and the Total Reasoning score of the Differential Aptitude Test (as measures of aptitude), and current grade point average (as a measure of school achievement). No correlation was found between verbal aptitude and achievement for Negro males. However, a significant correlation between verbal aptitude and achievement was found for Negro females. Among the four subscale of the N scales, the single best predictor of achievement for the Negro sample was the self-concept. Therefore, a strong relationship between the students' self-perception and school achievement was reported.

Joan (1978) researched the effect of personal growth group counseling on the self-concept and academic achievement of Special Services Program participants. This researcher defined self-concept as a multi-dimensional phenomenon and therefore hypothesized that change may take place in one or more facets without that change being evident in the total self-concept. The effect of personal growth group counseling on five scales (the physical, personal, social, family and the moral-ethical) of the Immature Self Concept Scale was compared to grades at the end of the summer

members of the classes (sociology and English composition). Students were randomly assigned to one of three groups: 1) those who received group counseling, 2) those who received tutoring, and 3) those who received no treatment. The findings indicated that within the personnel growth group counseling appeared to improve the total self-concepts of males, the same did not hold true for females. However, overall the students who received group counseling had more positive self-concepts and greater general academic achievement than those not receiving group counseling.

One study (Koritsas, Thomas, and Turner, 1978) sought to determine the relationship between self-esteem and self-evaluations of academic performance. These researchers hypothesized that students with low self-esteem would predict receiving low grades and students with high self-esteem would predict receiving high grades on an examination. Mixed results were obtained for the separate measures of self-esteem. The hypothesis was confirmed for the University Self-Defense Inventory, but not for the Miller Social Self-Defense scale or for the subscale of the Coopersmith Inventory specifically relevant to school self-esteem. Another researcher (Furmanak, 1975) also investigated the role of self-evaluation as a moderator variable in the prediction of college academic achievement. Tuller (1978) studied the effects of dropping out of school on the self-concept of students initially identified as underachievers. The findings suggested that those who had attended senior

which generally had a statistically more positive self-concept (as measured by the Tennessee Self-Concept Scale) than those, who for various reasons, dropped out of college.

The studies cited above have produced inconclusive results regarding the relationship between various academic factors, including self-concept and college student attrition. Therefore, it is apparent that there is needed additional research in this area.

Personality Characteristics and College Student Attrition

Various attempts have been made to relate both academic and nonacademic factors to college student attrition. One nonacademic factor which has been researched is the personality of the students involved. In a historical three-year follow-up study on the role of minority group freshmen who were admitted to the University of Florida under a 5 percent admission quota, County and Lerner (1974) concluded that "early identification of college problems and appropriate program to dealing it may further reduce student rates of unacceptably admitted freshmen" (p. 42). Therefore, it would seem that any intervention which could lead to improving this early identification process could be welcomed, including information regarding personality characteristics.

Prater and Redmond (1974) utilized two personality measures (the California Psychological Inventory and the Revised Traditional Personality Inventory) in an attempt to determine the relationship between these two variables and

college grades. The results indicated some relation between the measured college grades. The researchers therefore suggested that sociobiological measures should be used in combination with intellectual measures to predict which ones will best and appropriately reflect the experiences of blacks in the society.

Samuels (1971) investigated the relationship between personality traits and college achievement test scores of drop-outs and "dropouts." The personality traits of dropouts were found to differ significantly from "dropouts" on several scales of the Eysenck Personality Inventory. Participants also had obtained higher college achievement test scores. Another study (Tillman, Wilson, and Lammie, 1974) found no significant differences in exam reading test scores (as measured by the Nelson-Bill Reading Test) and personality type (as measured by the Myers-Briggs Type Indicator) when highest performers were compared on the four indices of the Myers-Briggs Type Indicator. However, 1988 out-of-the-quarter grade point averages were obtained by these students who preferred reading test scores and preferred thinking.

Feiner (1979) utilized the Wisconsin Multidimensional Personality Inventory in an attempt to differentiate personality characteristics of successful, dropout, and promiscuous students. This researcher reported few significant differences between the three groups of students. Johnson (1979) also compared personality characteristics and grade point averages of passives and cooperatives and found distinct differences

in regards to personality characterization (as measured by the Minnesota Counseling Inventory). However, both personality and intelligence test score 2.0 cumulative grade point averages and there no significant differences was reported in regards to grade point averages.

Lawrence and Kirk (1972) examined the differences in ability (as measured by the Wechsler Personality Inventory), and ACT/SAT (as measured by questionnaire data) and found that voluntary students had higher verbal ability and were more intellectually oriented than those required to attend for academic violations. Lane (1974) hypothesized that personality and college grade point averages were significantly related. However, no significant differences were found and Lane suggested that the reason may lie in the role that academic success may play in the lives of specially educated students.

McLure (1974) reported significant correlations ranging from .495 to .516 between the NEFT preference scores and the Bolten-Bill Reading Test scores of 4,514 University of Florida students. However, although the correlations with the NEFT were in the direction predicted by type theory, this correlation was not large. Inverted-Ushaped (2) types tended to be more successful in academic achievement and scored higher on achievement tests than types in the other three quadrants of the NEFT. These types (2C) were also found to have higher scores than the other types on academic aptitude tests. This study reported no statistically significant differences by sex between type and reading

Schneider (1970) researched Expanded Educational Opportunities Program freshmen at the University of Florida in an attempt to identify personality types. The findings indicated that out of the total sample of 458, the majority (408 or 89 percent) of the students were identified as Fleming types. A total of only 38 or 8 percent were on the tentative side of the continuum. The three type preferences which yielded the highest number of students were ISFI (N = 28 or 6.3 percent), ISFI (N = 34 or 7.4 percent), and ISFI (N = 27 or 5.9 percent). The three type preferences which yielded the lowest number of students were ISFI and ISFI (both with Ns of 1 and percentages of .2 percent each) and ISFI and ISFI (both with Ns of 3 and percentages of .7 percent each).

Schneider (1974) conducted another research study with Special Services Program participants and obtained results very similar to those reported above. The majority (N = 364 or 84 percent) of the 434 students in this study were identified as Fleming types. A total of only 38 or 8 percent were on the tentative side of the continuum. The three type preferences which yielded the highest number of students were ISFI (N = 34 or 7.8 percent) and ISFI and ISFI (both with Ns of 34 and percentages of 7.8 percent). The lowest percentages were recorded by the following type preferences: ISFI (N = 1), ISFI (N = 1 or .2 percent), and ISFI, ISFI and ISFI all with Ns of 3 each and percentages of .7 percent each.

In a recent follow-up study Schaefer, Tarter, and Weiss (1960) utilized the Spence-Stiggs type instrument in conjunction with retention-attrition data and reported the following retention rates by personality type: Introvert 31 percent; Feeling, 74 percent; Sensing, 76 percent, and Thinking, 87 percent.

The results of these studies indicate that although attempts have been made to correlate specific personality characteristics with certain levels of college academic achievement, attrition, and subsequent graduation, research in this area is still needed. While the evidence generally indicates that some type of relationship does exist between personality characteristics and college student attrition, the nature and parameters of this relationship is still a topic of much debate in higher education.

College Student Satisfaction and College Student Attrition

Until recently, the least researched phenomenon relating to college student attrition has been college student satisfaction. However, college student interest and the usefulness of the findings are increased in the need for research in this almost forgotten area. Thus, there has been a tremendous increase in the number of investigations concerning college student satisfaction during the last ten years. Numerous attempts have been made to correlate various factors with college student satisfaction. These include age (Davis, 1971), tenure in college (Hunt, Reis, and Weiss, 1958),

institutional assessment (Hollenbeck, 1974), and student-college congruence (Juvon, 1940; Horvath, 1974).

FROM to the disbandment of the 1950's, Berpie's (1944) was the only assessed report on the relationship between college academic achievement and student satisfaction. Berpie investigated engineering students' satisfaction with the curriculum as it related to academic achievement. This study utilized first-year honor points, high school grades, and scores on a series of ability tests as measures of performance. Even though satisfaction was found to be significantly related to academic achievement, no single factor was found to relate to a student's satisfaction with his/her curriculum. Berpie suggested a need for a more complete measure of student satisfaction.

Burtis (1964) attempted to evaluate freshmen students' perceptions and their degree of satisfaction by using a modified Q-sort which consisted of college-oriented items. Students were assigned to be satisfied with college if their real and ideal Q-sorts were similar. If Q-sorts were dissimilar, students were assigned to be dissatisfied with college. The results indicated that initially freshmen were extremely satisfied with college but that this satisfaction decreased by the end of the year. Berpie also indicated that there was no statistically significant relationship between initial freshmen satisfaction with college and academic achievement at the end of the year. Eng and Walsh (1978) utilized the College and University Environmental

Index (CIES) to investigate change in environmental expectations and perceptions of college students. The findings from this study indicated that freshmen year experiences have a direct impact on student perceptions of the environment.

Wells (1977) reported that students, in general, maintained relatively high satisfaction with most aspects of their college experience as measured by a follow-up questionnaire. Some students were found to be slightly more dissatisfied than others with their college experience and whites were found to be relatively more dissatisfied than blacks. The most important institutional characteristics affecting student satisfaction were academic achievement, prestige, and institutional size.

Wells (1978) attempted to determine if black and white freshmen students had different initial expectations and later perceptions of their college environment. Two of the many variables that this researcher hypothesized would influence student expectations and actual perceptions of the campus atmosphere were high school scholastic achievement and freshmen year scholastic achievement. Students were asked to complete the College and University Environment Index Revised Edition (CUES II) on the occasion with a seven-month interval between administrations. During the first administration, students were asked to complete the CUES II in terms of what they expected to be true or untrue of their college environment. On the second occasion, students were requested to complete the CUES II in terms of

their school perceptions of the campus atmosphere. Reiss hypothesized that there would be a significant difference between high school grade point averages and student expectations and freshman year cumulative grade point averages and student expectations and/or school perceptions. However, the findings indicated that neither of the two variables seemed to influence or contribute to student expectations and perceptions.

In spite of the tremendous value in knowledge that have come from these recent studies, the questions still remain: What is the relationship between college student satisfaction and retention? It seems clear that more data are needed both as a needs assessment tool for planning and implementing institutional policy as well as for a general indication of college students' attitudes and satisfaction with regard to their college experience.

Reiss, Weiss, Hart, and Ellingsworth (1971) attempted to systematically investigate college student satisfaction based on a factor analysis study. Their study produced consistent results across two groups of college undergraduates who were administered the questionnaire independently during the fall and winter terms. In yet another study, Reiss, Reiser, and Weiss (1971) proposed to investigate the degree of student satisfaction with colleges and universities in a comparison of large public university students with small private colleges; public university students appeared to be more satisfied with social life and working

satisfaction in SMCOP institutions than did private college students. On the other hand, private college students appeared to be more satisfied with recognition, quality of education, and concentration for effort. However, both groups were found to be satisfied with various aspects of their college experience as measured by the CSEQ.

Belmont (1978) views satisfaction indicators as primary sources of information regarding institutional assessment. Thus, the information obtained from satisfaction studies can be used as baseline data to guide in program planning, implementation, and change. Schmidt and Redman (1978) used an individual and multiple item survey to survey variables related to university student satisfaction. Their findings reflected the opinions and ideas expressed by freshman students. In a study designed to investigate the relationship between age and college student satisfaction, Hunter (1971) reported that older women (25 or above) were found to be generally more satisfied than younger women (25 to 34).

In a comparison of black and white student satisfaction, Robinson (1980) utilized the College Student Satisfaction Questionnaire. Black student satisfaction was found to be significantly lower than that of white students only with respect to the university's system of rewards (compensation). In the areas of social life, working conditions and quality of education, the satisfaction level of black students was found to be slightly higher than that of their white

contemporaries. Although black student satisfaction on the Pennsylvania scale was slightly larger than that of white students, the difference was not statistically significant. Also, even though the overall level of black student satisfaction was lower than that of white students, no significant differences were found.

In an effort to identify differences in college student satisfaction among students who drop out and nonstudents who drop out, Flannery, Bette, and Jones (1972) utilized the College Student Satisfaction Questionnaire. These researchers hypothesized that 1) students who remained in college would be more satisfied than those who dropped out, and 2) dropouts who left for academic reasons would be more satisfied than students who drop out. There were three scales of the College Student Satisfaction Questionnaire which were found to discriminate between students who remained and those who dropped out. These were achievement, engagement, and quality of education. That is, dropouts were consistently less satisfied on these three scales.

In a recent study, Lindsay (1981) utilized the College Student Satisfaction Questionnaire (CSSQ) along with the University Environment Questionnaire (UEQ) in an attempt to investigate black and white undergraduates' university students' degree of satisfaction with various aspects of their university environments and their levels of involvement in those environments. A total of 800 undergraduates students from two predominantly white (Florida State and the University

of Florida and one predominantly black (Florida Agricultural and Mechanical University) institution were included in the study. Lindsay hypothesized that:

- a) there would be no differences between black and white undergraduate university students' degree of satisfaction with their university environment, b) there would be no differences between the degree of satisfaction of black undergraduate students attending predominantly white universities and those attending a predominantly black university, and c) there would be no differences between the degree of satisfaction of white undergraduate students attending a predominantly black university and those attending predominantly white universities.

The mean for the 200 blacks in the study on the five scales of the CBQ were reported as follows: Working Conditions, 42.87, Compensation, 45.88, Quality of Education, 57.73, Social Life, 48.88, and Recreations, 48.88. The total score was 245.06. These means compared to 41.17, 45.88, 56.48, 58.48, 41.87, and 48.88, respectively, for the 427 whites included in the study. The total score was for black undergraduate students attending the University of Florida was reported as 200.48. Although mean total satisfaction scores for black undergraduate students at the two predominantly white institutions were slightly lower than that of their white counterparts, the differences were not statistically significant. Lindsay therefore concluded that black undergraduate students attending predominantly

white universities were as satisfied with their university environments as black and white students attending predominantly black and white universities. However, black students were found to be less satisfied than white students on the issues of working conditions, compensation, and quality of education in their university environments as assessed by the QRSQ.

Recent studies in the area of college student retention have proven to be beneficial in the attempt to identify factors related to college student attrition. The ability to identify at-risk students prior to their leaving opens a necessary door those persons designated the responsibility for increasing graduation and retention rates

CHAPTER THREE METHODOLOGY

Introduction

The purpose of this study was to investigate the relationship between five independent variables (high school grade point averages, college entrance exam scores, personality type scores, self-concept scores, and college student satisfaction scores) and one dependent variable (college grade point average) in a sample of black specially admitted university freshmen. The hypotheses, population and sample, instruments, procedures, analysis of data, and limitations of the study are discussed in this chapter.

Hypotheses

The following hypotheses were investigated:

- H₀₁: There is no significant relationship between college grade point averages and high school grade point averages of specially admitted black university freshman students.
- H₀₂: There is no significant relationship between college grade point averages and college entrance exam scores of specially admitted black university freshman students.

- H₀ There is no significant relationship between college grade point averages and self-concept of specially admitted black university freshmen students.
- H₁ There is an significant relationship between college grade point averages and personality type preferences of specially admitted black university freshmen students.
- H₂ There is an significant relationship between college grade point averages and college student satisfaction of specially admitted black university freshmen students.
- H₃ There is no significant relationship between personality type preferences and college student satisfaction of specially admitted black university freshmen students.
- H₄ There is no significant relationship between self-concept and college student satisfaction of specially admitted black university freshmen students.

Population and Sample

The target population to which the results of this study is generalizable is includes black freshmen students who have been admitted to four-year public universities under special admission provisions. These students enter the university as first-class or college freshmen directly

from high school and participate in special education programs such as those described in the statement of the problem portion of this study. These students have not met the minimum minimum admission standards set by university which would allow them to be admitted as regular students and are thus considered "high risk." However, they are granted admission through special procedures which may include a special submittal which reviews their records along with recommendations from teachers, guidance, and administrators who feel they have the potential for success in college. The majority of these students receive some type of financial aid from either federal and/or state assistance programs.

From a total population of 148 specially admitted students who were admitted to the University of Florida during summer 1961, a sample of 148 Black freshmen (94 females, 54 males) were chosen for this study. All of the subjects were present and participated in the first day of the five-day orientation conducted by the two special admission programs (JACT and Special Services). The SAT (Scholastic Aptitude Test) or ACT (American College Testing) scores of these students were either below the minimum admission requirement of 800 and 17, respectively, or their high school (high school grade point averages) were below 2.0.

Instrumentation

The Tennessee Self Concept Scale, the Myers-Briggs Type Indicator, and the College Student Satisfaction Questionnaire were the instruments used in this study. The Tennessee Self Concept Scale is a 100-item instrument which is also self-descriptive and was used to identify "self-perceivers" attributes of specially selected black students. The Myers-Briggs Type Indicator is a self-descriptive instrument and was used to "type" and identify personality characteristics of specially selected black students. The College Student Satisfaction Questionnaire consists of 70 items relating to various aspects of college and university life and was used to measure college student satisfaction of specially selected black students.

Tennessee Self Concept Scale

The Tennessee Self Concept Scale consists of 100 self-descriptive, self-administering items by which responses are recorded on a Likert-type scale of five choices ranging from completely false to completely true. The manner in which individuals perceive themselves influences their behavior and their relationships and is related to their overall personality. Therefore, being aware of how people view themselves is both useful and necessary in order to assist them.

The forms of the TSCS are available for use, a Counseling Form and a Clinical and Research Form. The Counseling Form

can used for the purpose of side study when it is seen that something and the only difference between the two forms is the method of scoring and the profiling system. Both forms can be scored either by hand or machine. The time required to complete the scale varies from 15 to 20 minutes.

The Counseling Form generates five scores which provide information regarding an individual's self-concept. The following is a brief description of each of these scores:

1. The Self-Criticism Score (SC) is composed of 10 items taken from the 5-Scale of the Minnesota Multiphasic Personality Inventory (Minnesota and Williams, 1951). These are statements (some though negative to some extent) which most persons agree is as being true for them-- In general, low scores (initial) indicate defensiveness and high scores indicate a verbal capacity for self-criticism.
2. The Positive Score (P) consists of three horizontal categories (Row 1, Row 2, and Row 3) which represent an internal frame of reference and five vertical categories (Column 1, Column 2, Column 3, Column 4, and Column 5) which represent an external frame of reference-- In addition, a Total P score is also calculated.
3. Total P Ratio is the most important single score on the Counseling Form because it reflects the overall level of self-esteem.

- b. See I. P. Source (Identity) indicates "what I am." The individual describes what he perceives to be his basic identity.
- c. See I. P. Source (Self-Reflection) indicates "how I feel about myself." This source reflects how satisfied an individual is with himself.
- d. See I. P. Source (Behavior) indicates "what I do," or "how I am." This source reflects the individual's perception behavior.
- e. Source I (Physical Self) indicates how an individual views his body and overall physical well-being.
- f. Source I (Moral/Ethical Self) describes how an individual views himself in terms of moral worth, religion, relationship to God, etc.
- g. Source I (Image of Self) measures the individual's feelings of adequacy without regard to his body or relationships to others.
- h. Source I (Family Self) measures the individual's feelings of value and confidence as a family member.
- i. Source I (Social Self) describes the individual's feelings of adequacy and confidence in relation to other people in general.
4. See Variability Source (V) reflect the inconsistency which may exist among different areas of the individual's self-perception. Three (V) sources are measured: Total V (Source Total V) and See Total V.

- a. Total T measures the sum of all variability
- b. Column Total S measures the sum of the variances within the columns
- c. Row Total T measures the sum of the variances across the rows
- d. The Discrimination Power (DP) summarizes how an individual varies across the five available response categories. This score may also indicate how certain an individual is about the chosen scale
- e. The Time Index measures the amount of time it requires the individual to complete the scale.

Scores for the scale were developed from a group of 486 people from various parts of the United States and varying in age from 18 to 88. Subjects included students from high school and college classes, and employees of various institutions in addition to other workers. The sample included both black and white subjects, representatives from all social, economic, and intellectual levels and educational levels from sixth grade through the Ph.D. degree, and an approximately equal number of males and females. The test-retest reliability coefficients based on a group of 80 college students over a two-week period (Fitts, 1948) are as follows: Total-Test-Retest, .78, Total Function, .88, Total Variability, .88, Discrimination, .86, and Time .85.

The four procedures used by Fitts (1948) to establish reliability were construct validity, discriminability between

groups, correlations with other measures, and personality changes under particular conditions. Construct validity was established by having official psychologists analyze each item. Only unanimous agreement by the judges that it was classified correctly allowed an item to remain a part of the scale. Various groups were used to demonstrate that the scale is a reliable discriminator between psychiatric patients and competent, well-adjusted and nondelinquent, and the average person and a psychologically integrated person.

Further assessment of validity was established by comparing the scale with other personality measures. In comparing the scale with the Minnesota Multiphasic Personality Inventory (MMPI), it was found that most of the scores of the scale correlated with MMPI scores. Correlations with the Edwards Personal Preference Schedule indicate a significant relationship between scores on the two tests (Randy, 1988).

In order to validate personality changes under particular conditions, the effects of positive and negative life experiences were studied. Givides (1988) reported a significant decrease in scores following a stressful situation (aircraft accident) and Zilva (1984) studied changes in patients' scale scores due to psychotherapy. They reported that the therapy group changed significantly and in the expected direction on 18 of the 23 variables studied, while the control group changed in only two variables.

The TSCI was used to identify self-concept because the development of this instrument is based on the premise that the way a person perceives himself indicates his behavior. Therefore, the ability to obtain and identify self-reported self-concept scores would be of available use for the purpose of this research.

Sperry-Keegan Type Indicator

The Sperry-Keegan Type Indicator is a self-test, forced-choice self-administering, self-validating instrument, first published in 1968 by Educational Testing Service and later in 1976 by Consulting Psychologists Press. It was designed to facilitate use of that part of Jung's theory which describes psychological types. It assumes the theory proposes that variations in human behavior which appear to be random at first glance are in actuality orderly and planned. Perceived differences only exist in the manner by which people choose to make use of their perception and judgment. The purpose of the MBTI is to identify and "type" individuals in terms of four preferences: Extraversion-Introversion (E-I), Sensing-Intuition (S-N), Thinking-Feeling (T-F), and Judging-Perceiving (J-P). The kinds of perception are sensing and intuition. Thinking and Feeling are the two kinds of judgment. Myers (1987) postulates that if people differ systematically in what they perceive and the conclusions they come to, they may show corresponding differences in their reactions, intentions, values, needs,

extraversion, is what they do best and is what they like best to do. The instrument aims to obtain people's basic preferences as they relate to perception and judgment so that the outcomes of the preferences and their combinations may be established by additional research and put to practical use.

Each of the four independent preferences is "scored" on a continuum and yields a total of 16 preference "types" combinations. The following is a brief description of the four basic preferences.

DIRECTION OF INTEREST

Extraversion 1
Prefers the outer world of objects, subjects, and people.

Introversion 1
Prefers the inner world of ideas and concepts.

PERCEPTION

Sensing 1
Perceptualized values as immediate reality, known facts and direct experience.

Intuition 1
Perceptualized values as inferred meanings and relationships.

JUDGMENT

Thinking 1
Views values objectively, rationality, uses the scientific method to make decisions; logical method; cause and effect.

Feeling 1
Views values subjectively, uses personal values and intuition to make decisions.

LIFE STYLE

Adaptation 1
Prefers planned, designed orderly way of life; looks for change in decision making.

Perception 1
Prefers a flexible, spontaneous way of life; spontaneous, tentative decisions.

FIGURE 1
Wells-Wright Type Indicator Preferences

Studies with academic populations have yielded fairly low intercorrelations for \underline{EI} and \underline{IT} , with the median absolute intercorrelation ranging from .00 for males and .00 for females. However, the \underline{IT} index has been shown to correlate consistently with \underline{EI} . The range of this correlation is from .00 to .47. Split-half reliability correlations were obtained by computing tetrachoric r 's and applying the Spearman-Brown Prophecy Formula. The correlations for types are \underline{EI} , .04 to .38; \underline{IT} is .00 to .35 and \underline{IT} , .70 to .85.

The results of the extensive validity studies that have been conducted are difficult to summarize. Even though theoretically the most important correlations for the MBTI are the 'types' themselves, evidence is available to support the validity of the theory and the indicator. This evidence is found in the ability of the "type" preferences to correlate positively with behavior, values, and needs identified by other tests, or to correlate with any other external indication of internal differences. The Gray-Neale Wright (which also proposes to identify the Jungian types) and the MBTI yield correlations of .19, .48, and .40 for \underline{EI} , \underline{IT} , and \underline{IT} , respectively. The Gray-Neale Wright has no scale for \underline{EI} . The MBTI correlates with 130 of the 140 correlations of the Strong Vocational Interest Blank. These correlations are significant at the .01 level. When compared to the Allport-Turner-McKee study of values, 100% of the 74 correlations with the MBTI are significant at the .01 level (Myers, 1980).

All transformations are contained on the cover page of the test booklet, and there is no time limit. Two forms of the WFT are available, Form P and Form Q, both with Standard IRE answer sheets that may be either hand or machine scored. For the purposes of identifying the "typical" performance of each subject in the present study, Form Q was used. Collapsed scores transformed from preference scores were computed. A brief description of this transformation process is explained by Spore (1983) in the WFT manual (p. 5). For an I, E, P, or F score, the collapsed score is the preference score plus 100. For an N, A, H, or J score, the collapsed score is 100 minus the preference score. A table is provided to speed the transformation process (p. 16).

The WFT was used to identify personality types because it seeks to identify how individuals use perceptions and judgment in making decisions. Spore (1983) suggests that identifying whether an individual is influenced by intuition or concrete values could contribute to a more accurate matching of applicants to the settings of their choice.

College Student Satisfaction Questionnaire

The College Student Satisfaction Questionnaire (CSSQ) was designed to measure five selected dimensions of college student satisfaction. The theory behind its development stems from research based on the satisfaction of employees in business and industry (Cronberg, Mooney, Peterson, and

December 1987). Job satisfaction research has shown a consistently negative relationship between job satisfaction and job turnover. That is, the greater the satisfaction, the less the turnover. Therefore, if the college environment can be viewed as a place of "employment" and the student as an "employee," then student satisfaction with college should be negatively related to turnover (leaving one or more colleges). It has been the purpose of most of the research with the CSQ to test the validity of this analogy.

The initial form of the CSQ (Form A) consisted of a 12-item instrument. The model for the format of the instrument is the Minnesota Satisfaction Questionnaire which was developed by Weiss, Neube, England, and Ledford (1967) to measure job satisfaction. The 12-item instrument designed to measure six selected satisfaction dimensions: Policies and Procedures, Working Conditions, Compensation, Quality of Education, Social Life and Recognition.

An analysis of data following the administration of the measure to 541 Iowa State University students yielded acceptable construct reliability coefficients for each of the six scales. These reliabilities ranged from .88 to .93 with a median of .88. Relatively normal scale score distributions were also found. Within scale correlations ranged from .80 (Social Life and Recognition) to .77 (Policies and Procedures and Quality of Education), with a median correlation of .84.

The present form of the CDS (Form C) was developed on the basis of the above analysis and consists of a 10-item, five-choice, Likert-type scale. There are five response alternatives offered which range from "Very Dissatisfied," through "Satisfied," to "Very Satisfied," and are scored one to five points, respectively. Scale scores are derived from the sum of each of the 10 selected items. A total satisfaction score is obtained by summing all 10 item responses.

The five dimensions of college student satisfaction which are assessed by Dure, Reis, and Morse (1971), can be summarized as follows:

1. Living Conditions measures the student's physical environment such as the cleanliness and comfort of his living space, adequacy of study areas or library, quality of meals, facilities for relating between classes.
2. Consumption refers to amount of input (e.g., study) required relative to academic outcomes (e.g., grades) and the effect of study requirements on the student's satisfaction of his other needs and goals.
3. Quality of Education covers the various academic conditions relative to the student's intellectual and career development such as the competence and qualifications of faculty and staff, including advisors and consultants, and the adequacy of curriculum requirements, teaching methods, assignments, etc.

4. Social life refers to the opportunities to satisfy socially relevant goals such as dating, meeting compatible or interesting people, making friends, participating in campus events and informal social activities.
5. Academic success measures the acceptance of the student as a worthwhile individual by faculty and other students as determined by their attitudes and behaviors.

Reliability coefficients for each of the five 1984 scales (Form C) are reported in the manual separately for public universities and private colleges. These reliabilities range in public universities from .78 (Quality of Education) to .84 (Compensation) with a median of .82. For private schools, reliability ranges from .79 (Quality of Education) to .84 (Compensation) with a median of .82. Trial score reliability coefficients are .84 for both normative groups (Miller, Beta, and Beta, 1982). A more recent study (DePue and Haxel, 1987) reported significant and uniformly high between-trait reliability coefficients. These reliabilities are: Working Conditions, .88; Compensation, .88; Quality of Education, .87; Social Life, .88; and Acquisitiveness, .88.

Between scale correlations range from .45 to .75 (private colleges), the average being .60 for private universities, scale correlations range from .38 to .68, with the average correlation being .54. Several studies have been conducted to investigate the validity of the CSES as

a measure of college student satisfaction (Betz, House, Hare, and Kiangnamik 1971, Hare, Betz, and House 1973, Betz, Kiangnamik, and House, 1975). These studies basically have developed out of the conceptualization which initiated the development of the CSQ (i.e., that student satisfaction can be viewed as being analogous to job satisfaction therefore, findings from job satisfaction research should be applicable to studies of college student satisfaction).

Job satisfaction research has consistently shown a negative correlation between job satisfaction and turnover (i.e., higher satisfaction is associated with less turnover a greater likelihood that the worker will remain on the job--refer to the cited literature, et al. 1971). Previous research with the CSQ has proven this instrument to be both a valid and reliable measure of college student satisfaction. Therefore, the use of this instrument will assist in the identification of the degree of college student satisfaction experienced by specially adapted students. The usefulness of the CSQ as a measure of college student satisfaction was established by Betz, Kiangnamik, and House (1973). The results indicated that the instrument is an internally consistent measure of several dimensions of college student satisfaction. Betz and House (1981) have also established uniformly high test-retest reliability coefficients for each of the five scales of the CSQ in a private university

Orientation

A coordinated summer orientation program is planned for all incoming specially admitted students by the directors of FACT, Special Services, and other staff members at the University of Florida. This committee of selected personnel from the office of admissions, division of student affairs, student medical health unit of the infirmary, speech and hearing clinic, office of institutional resources, and staff members from both special admissions programs, begins meeting approximately six months preceding the students' arrival on campus to plan the orientation program.

The names and addresses of these students are distributed to the directors of the special admissions programs as soon as they are granted admission thus allowing immediate selection with one of the two programs. The directors then send letters of welcome and tentative schedules of the five-day orientation program along with an offer of assistance if problems should arise prior to their arrival on the campus.

When students arrive on campus, they are met by their individual year coordinator who assists them with checking into their assigned dormitory rooms. The main function of the year coordinator is to assist the student in making a smooth transition from high school to college life. These year coordinators have been trained during the previous year by the administrators of both special admissions programs. These students who are not planning to reside in campus

reading are added (via the letter of welcome) to "sign in" with the specific program which sent them the letter.

The first formal meeting is used to answer questions about college life at the University of Florida, and also during that session information is given regarding financial aid, housing, registration, and other vital data necessary for a successful tenure at the University. Various faculty and staff members from within the university as well as external community leaders are on hand to personally welcome these students and to provide additional information concerning their roles and the services they offer.

During this first orientation session students are also administered various diagnostic tests and inventories. Although the format may vary from year to year, generally diagnostic tests of math, English, and reading are given along with some type of personality and/or self-concept inventory. These tests are spread throughout the five-day orientation period. On the fifth day of the five-day summer orientation, all participants were administered the Tennessee Self-Concept Scale and the Spence-Briggs Type Indicator. prior to the beginning of the first session is a group meeting. Both instruments were administered by the local female graduate students from the Graduate Education Department at the University of Florida and were assisted by peer counselors in the dissemination of materials. All students were then allowed to proceed with the continuation of the orientation program.

A list of all specially admitted students who participated in the first session of the orientation and who completed the Tennessee Self-Concept Scale and/or the Ryans-Briggs Type Indicator was compiled. This list was sent to the Office of Admissions where vital information regarding high school grade point averages and college entrance exam scores was requested. At the end of Fall Semester 1981, the list also was submitted to the Registrar's Office along with a request for cumulative grade point averages for the terms (Summer, 1981, and Fall, 1981) at the University of Florida. During the third week of Spring Semester classes, each student in this study was contacted by his peer counselor and asked to complete the College Student Self-Concept Questionnaire.

DESIGN OF STUDY

This study focused on one dependent variable (college grade point average) and five independent variables (high school grade point averages, college entrance exam scores, self-concept scores, personality type scores, and college student self-concept scores) as they concerned specially admitted black students at the University of Florida. The Pearson Product Moment Correlation was used to determine if a relationship existed between the dependent variable and each of the five independent variables, and further, to determine if a relationship existed among each of the five

Independent variables. Separate statistical analyses were performed for both the total group (which included those with missing data), as well as for only those with complete data on all variables. A stepwise regression analysis was used to determine the best model for predicting college grade point average (that is, which variables in combination accounted for, or contributed most to individual variance). Frequency distribution tables were established for the Myers-Briggs Type Indicator.

Limitations of the Study

Several limitations of this study exist. One major limitation concerns the subjects in this study. Subjects were limited to specially admitted black freshmen students at the University of Florida and did not include regularly admitted students, other ethnic groups or races, or students of differing academic levels. Therefore, the results are limited in generalizability, that is, results obtained from this study are not generalizable to all students.

an additional distortion concerning the subjects relates to the fact that not all students who were admitted through special admission guidelines during Summer, 1983 participated in the first session of the orientation program due to late high school graduation. Therefore, all specially admitted students did not complete the Tennessee Self-Concept Scale and the Myers-Briggs Type Indicator. This may have affected the results.

A final limitation concerns the inability to collect data on all subjects for all variables used in this study. The College Student Satisfaction Questionnaire was given approximately six months following the administration of the other two instruments. All originally admitted students who completed the two initial instruments did not complete the QSS. Therefore, although initially 188 subjects were identified, only 87 could be included in the multiple regression analysis.

CHAPTER FOUR RESULTS AND DISCUSSION

Sample

The purpose of this study was to investigate the relationship between five independent variables (high school grade point averages, college entrance exam scores, personality type scores, self-concept scores, and college student satisfaction scores) and one dependent variable (college grade point averages) in a sample of specially admitted Black university freshmen. One hundred and three students participated in this study. Of that number, thirty-seven were identified as having complete data on all variables. The Spence-Kruggs Type Indicator (KFI) and the Tennessee Self-Concept Scale (TSCI) were administered to these students during the 1981 summer term. In addition, the College Student Satisfaction Questionnaire (CSSQ) was administered to these students during the 1982 Spring term. Information regarding each student's high school grade point average, college entrance exam scores, and college grade point averages were obtained from the Office of Admissions. Data analysis were conducted as outlined in Chapter Three.

- H0₁ There is no significant relationship between college grade point averages and high school grade point averages of specially admitted black university freshmen students.

A stepwise regression analysis was used to test this hypothesis. The results in Table 1 indicate that there was no significant relationship between college grade point averages and high school grade point averages of specially admitted black university freshmen students. In addition, the Pearson Product Moment Correlation was used to further test this hypothesis. The correlation coefficient was

0.016. These results indicate that high school grade point averages were not accurate predictors of college grade point averages for the specially admitted black university freshmen students in this study. Therefore, hypothesis one was not rejected.

- H0₂ There is no significant relationship between college grade point averages and college entrance exam scores of specially admitted black university freshmen students.

A stepwise regression analysis was used to test this hypothesis. The results in Table 1 indicate that when SAT-Total was entered as the second variable in the analysis, it accounted for an additional 8 percent increase in the unexplained variance in college grade point averages. SAT-Math was initially entered as the third variable, but was replaced in the next step by the composite score of the CDSQ. SAT-Verbal was retained to complete the least squares variable model found. SAT-Verbal was not entered as one of the significant variables in the model for depression in β^2 . In addition,

the Pearson Product Moment Correlation was used to test this hypothesis. The correlation coefficients for Self-Total, Self-Behavior, and Self-Image were reported as .17182, .10086, and .18881, respectively. These results indicate that college entrance exam scores were not accurate predictors of college grade point averages for specially admitted black university freshmen students in this study. Therefore, hypothesis two was not rejected.

- H₃ There is no significant relationship between college grade point averages and self-concept of specially admitted black university freshmen students.

A stepwise regression analysis was conducted on this hypothesis. The results in Table 1 indicate that several scores of the Tennessee Self-Concept Scale contributed to variance in the prediction of college grade point average. However, the addition of these variables (Personal Self, Identity, Self Criticism and Behavior) only increased the prediction of college grade point average by relatively small amounts. In addition, the Pearson Product Moment Correlation was used to test this hypothesis. The correlation coefficients for Personal Self, Identity, Self Criticism, and Behavior were reported as -.00760, -.00448, -.01887, and -.18881, respectively. These results indicate that self-concept was not an accurate predictor of college grade point averages for the specially admitted black university freshmen students in this study. Therefore, hypothesis three was not rejected.

- H₃: There is no significant relationship between college grade point averages and personality type preferences of specially admitted black university freshmen students.

A frequency distribution was obtained to determine the extent of the relationship described in this hypothesis. The results in Figure 3 indicate that there was no significant relationship between these university specially admitted students' college grade point averages and personality type preferences. In addition, the Pearson Product Moment Correlation was used to test this hypothesis. The correlation coefficient was reported as $+0.03478$. These findings indicate that personality type preferences were not accurate predictors of college grade point averages for the specially admitted black university freshmen students in this study. Therefore, hypothesis four was not rejected.

- H₄: There is no significant relationship between college grade point averages and college student satisfaction of specially admitted black university freshmen students.

A stepwise regression analysis was used to test this hypothesis. The results in Table 3 indicate that three scales of the CHQ (Working Conditions, Compensation, and Quality of Supervision) contributed to the variance in the prediction of college grade point average although the R^2 statistics were $+0.14$, $-.04$, and $-.01$, respectively. In addition, the Pearson Product Moment Correlation was used to test this hypothesis. The correlation coefficients for the three CHQ scales were reported as $+0.3880$, $+0.0876$, and $+0.0278$, respectively. These results indicate that

	Sensory-Perceptual Types		Introverted Types		
	with Thinking	with Feeling	with Feeling	with Thinking	
S	ISTJ n = 33 % = 24.8 3 95 85.8	ISFJ n = 33 % = 24.8 7 20 59.0	INFJ n = 8 % = 5.9 0 00 0.00	INTJ n = 8 % = 5.9 0 00 0.00	Sensory-Perceptual
	ISTP n = 3 % = 2.2 0 00 0.00	ISFP n = 8 % = 5.9 0 00 0.00	INFP n = 1 % = .7 0 00 0.00	INTP n = 0 % = 0 0 00 0.00	
	ESTP n = 8 % = 5.9 0 00 0.00	ESFP n = 1 % = .7 0 00 0.00	ENFP n = 1 % = .7 0 00 0.00	ENTP n = 0 % = 0 0 00 0.00	
	ESTJ n = 13 % = 10.0 0 00 0.00	ESFJ n = 0 % = 0 0 00 0.00	ENFJ n = 0 % = 0 0 00 0.00	ENTJ n = 0 % = 0 0 00 0.00	
N = 66					

Figure 2

Frequency Distributions Myers-Briggs Type Indicator by College Grade Point Average

college student satisfaction was not an accurate predictor of college grade point averages for the specially admitted black university freshmen students in this study. Therefore, hypothesis five was not rejected.

- H₆ There is no significant relationship between personality type performance and college student satisfaction of specially admitted black university freshmen.

The Pearson Product Moment Correlation coefficient in this hypothesis yielded the following coefficients: Working Conditions, 0.0075; Compensation, 0.0188; Quality of Education, 0.1888; Social Life, 0.1218; Retention, 0.1877, and Total Satisfaction, 0.0848. In addition, a frequency distribution table was established and is presented in Figure 3. These results indicate that no significant relationship was found between personality type performance and college student satisfaction of the specially admitted black university freshmen in this investigation. These results imply that personality type performance was not accurate predictors of college student satisfaction for the specially admitted black university freshmen students in this study. Therefore, hypothesis six was not rejected.

- H₇ There is no significant relationship between self-concept and college student satisfaction of specially admitted black university freshmen students.

The Pearson Product Moment Correlation was used to test this hypothesis. The results in Table 3 indicate that self-concept was not an accurate predictor of college student satisfaction for the specially admitted black freshmen



Figure 3

Frequency Distribution Span-Bridges Type Indicator by State: 1980-2000.

students in this study. Therefore, hypothesis seven was not rejected.

Conclusions

The results of this study indicate that academic variables such as high school grade point averages and college entrance exam scores were not significantly related to the college grade point averages of specially educated Black university freshmen students. These results support the findings of Carlson, Isaacson, and Briggs (1977), Boyd (1971), and Bennett-Coffell and Thompson (1981), who reported no significant relationship between graduate preparation and future college academic success. The results of the present study also support the findings of Bennett (1981) who reported a small coefficient of multiple determination (R^2) when high school rank, SAT-V and SAT-M were entered in a stepwise regression analysis for college entrance. These results do, however, contradict previous findings in the literature that show a significant relationship between academic performance and college grade point averages (Bennett, 1978; Lantieri, 1977, and Fiske and Eise, 1978).

The finding that previous academic achievement in this study did not consistently predict college grade point average was not surprising. As indicated by Bennett (1981), a substantially high percentage of specially educated students do perform well academically at institutions of higher education.

One reason for this may lie in the support and encouragement that the students received from significant others. The knowledge that family and friends believe in the student's ability to succeed may cause the student to put forth the extra effort which may mean the difference between failure and success. Another explanation for these results could be the change in the student's view of education upon arrival on the college campus. High school grades and academic achievement tests may not have been high on the priority list of some of these students due to the lack of interest in subject matter, motivation and encouragement. However, once the student is exposed to a new and usually stimulating environment, the motivation to succeed may heighten and college graduation becomes one of the lifetime goals in life.

The self-concepts of the specially admitted black, minority freshmen students in this study had no significant effect on their subsequent college grade point averages, that is, the differences between the self-concept scores of these students with high grade point averages and those with low grade point averages were not significantly different. These findings are consistent with those of Jowett (1977) and Clark (1978) who reported that these students who performed low academically did not have a lower self-concept than those who performed high academically. One reason for these findings may be that the self-concept scores were based on previous personal experiences from high school.

For some students these experiences may have had a positive effect, while for others, quite the opposite may have been the case. However, these students with low self-concept may strive harder to achieve than those with high self-concept. Thus, the fact that they may not be as confident in themselves as others may require them to study more intensely. This may then elide them to achieve competence, if not better, grades than those who scored high on the mid-semester measure.

No significant relationship was found between personality type preferences and savings grade point averages. The majority (78 of 84 percent) of the students were identified as feeling types. A total of only 18 of 18 percent were on the thinking side of the continuum. These results support McQuilly (1978 and 1974) who reported very similar findings. The fact that an statistically significant relationship was found supports Lane (1974) and Johnson (1976) who also reported no significant difference in regards to grade point averages. One explanation for these results may stem from the fact that the personality type scores were based on previous individual experiences from high school. Regardless of individual personality type, the key to success depended on the flexibility of that person in being able to adjust academically or socially to the savings environment. Those who possessed these skills prior to admission were not that different from those who acquired the necessary coping skills through daily campus encounters.

The degree of satisfaction with the university environment was not significantly related to the college grade point averages of the students studied. The results of this study somewhat support previous findings in the literature that show a high degree of satisfaction with college by freshmen students (Schmidt and Sedberry, 1979, and Hudson-Peterson and Rodriguez, 1978). When compared to the results reported by Lindsay (1981), the mean of all responses of the CSQ for the freshmen group in the present study was slightly higher than those reported by Lindsay for all black students. One reason for these findings may be the tendency for freshmen students to be highly optimistic about their first year in college. Therefore, many positive aspects may be overemphasized while negative ones may be unconsciously overlooked.

Further personality type preferences and self-concepts were identified as being significantly related to college student satisfaction in this study. Even though students initially enter the university environment with individual differences in regards to personality type preferences and self-concepts, the majority of them are moderately satisfied with the circumstances they find during their first year. One explanation for these results is that perceptual and self-concept changes are most evident during the freshman year in college. Therefore after approximately six months in the college environment, initial orientations may no longer seem important. That is, when students report as a one-time old freshmen may be quite the opposite of what they experienced

six months later. However, because the novelty of the
previous year experience has not worn off, the content may
still be completely satisfied.

CHAPTER FIVE
SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS FOR FURTHER RESEARCH

SUMMARY

The relationship between academic and nonacademic variables and college grade point average has been the subject of much recent research. The establishment of a predictive model by the use of multiple factors, however, has not been successfully explored and determined. The purpose of the present study was to investigate the relationship between five independent variables (high school grade point average, college entrance exam scores, personality type, self-concept, and college student satisfaction) and one dependent variable (college grade point average) for specially admitted black students at one institution. This study also determined the relationship between college student satisfaction and the other variables personality type and self-concept. Chapter One dealt with the statement of the problem, purpose of the study, need for the study, definitions of terms, and organization of the remainder of the study. The literature related to college student satisfaction was reviewed in Chapter Two. The variables mentioned in Chapter Two were academic factors related to college education and nonacademic factors related

in college activities, including specific studies dealing with self-concept, personality characteristics and college student satisfaction. The method of research used in this study was delineated in Chapter Three. A description of the hypotheses, population and sample, instruments, procedures, analysis of data, and limitations of the study were delineated in this chapter.

The results of the study were reported in Chapter Four, followed by a discussion of these results. The findings of this study indicated that academic and nonacademic variables were not significantly related to the college grade point averages of specially admitted black university freshmen students. The results also indicated no significant relationship between college student satisfaction and self-concept or personality type preferences.

Conclusions

The following conclusions were made based on the results of this study:

1. High school grade point averages of specially admitted black university freshmen students do not accurately predict college grade point averages of these students.
2. College activities were scores of specially admitted black university freshmen students do not consistently predict college grade point averages of these students.

3. Self-concepts of specially admitted black university freshmen students are not accurate predictors of college grade point averages for these students.
4. Personality type preferences are not accurate predictors of the college grade point averages of specially admitted black university freshmen students.
5. The degree of satisfaction with their university environment does not affect the college grade point averages of specially admitted black university freshmen students.
6. The degree of satisfaction with their university environment is not determined by personality type preferences of specially admitted black university freshmen students.
7. The degree of satisfaction with their university environment is not determined by the self-concept of specially admitted black university freshmen students.

DISCUSSION

Implications of this study are demonstrated in both the selection and retention of specially admitted black university college students. As far as the selection of students is concerned, the results of this study imply that selection criteria based on students' environments are not accurate as predictors of college grade point averages for these students. That is, neither of the students' factors (high school grade point averages or college entrance exam scores) were related

to college grade point average. Therefore, the study seems to indicate that selection of specially admitted black students should not be based solely upon academic variations. University admissions committees should continue to consider this, especially with the trend toward increasing admission requirements.

The results of this study indicate that socioeconomic data are somewhat related to college grade point average. Therefore, there is a need for additional information regarding the relationship between socioeconomic variations and future academic success. The continued search for socioeconomic sensitive data is warranted if research efforts are to be expanded in this area of research. Student personnel services should be encouraged to continue to conduct research in an attempt to identify possible contributing factors to college success.

Student personnel workers should be trained to identify problem areas of the college environment for specially admitted black students. These workers should then work with administrators in an attempt to plan and implement programs and activities to help maintain satisfaction among these students. The results of this study did not identify one specific variable that predicted college academic success. Therefore, it would seem that college success may be the result of an interaction between various factors. Student personnel workers should be highly skilled in the art of interpreting the college environment and the effects that various factors may have on the success of the student.

Perhaps another implication of this research can be drawn from the finding that the students of this study (freshmen) were moderately satisfied with their college environment. An attempt should be made to determine the causes of dissatisfaction which according to the literature often come to occur following the freshman year. There is a need for increased retention efforts following the freshman year. There are increased pressures placed on sophomores, juniors, and senior level students to make career decisions and to perform well academically in order to obtain career goals. However, although career difficulty increases, there is a decrease in the use by these students of the resources available for tutoring and academic advisement. Student personnel workers should encourage continued use of these services by students throughout all levels of achievement.

Recommendations for Further Research

Based on the results of this study several recommendations for further research were suggested. The following studies therefore, are suggested for use in conducting research with specially selected high university freshmen students:

1. A four-year longitudinal attrition study using initial freshmen academic and environmental baseline data should

be conducted. A study of this type would establish a profile of those students most likely to succeed in the college environment.

3. A correlational study between previous academic factors and college grade point averages of currently enrolled students by academic classification should be conducted. This study would assist in the identification of the relationship between students' Eastern and college grade point averages of students as they matriculate through college and would establish predictive validity.
5. A correlational study between college student satisfaction and college grade point averages of enrolled students by academic classification should be undertaken. This true study would indicate the effects of student satisfaction on college grade point average at all academic classification levels and would help to determine if students at different levels are affected differently by different aspects of their environment.
6. A college student satisfaction follow-up study should be conducted with former students to determine the relationship between college student satisfaction and retention. The results of this study would identify problem areas in the college environment. These findings also would assist student personnel workers in planning and implementing programs for future students.

**ATTACHED IS
INFORMED CONSENT FORM**

Henry J. Stewart,
Principal Investigator
616 Glendon Hall
University of Florida

The purpose of this study is to determine if there is a relationship between academic factors (high school grade point averages and college entrance exam scores) and personality factors (personality "types," self-esteem, and college student satisfaction) which can be used to predict college grade point averages. In order to generate the establishment of a predictive relationship, you will be asked to complete the following instruments: 1) the Tennessee Test-Retest Study; 2) the Myers-Briggs Type Indicator, and 3) the College Student Satisfaction Questionnaire.

There are no disadvantages or risks to be expected from the research now mentioned above. On the contrary, the nature of this study could benefit you individually by revealing how you have about yourself (self-concept, self likes and dislikes (personality) and how satisfactory you are with your college experiences. The results also will assist others by answering further questions in this area. Your individual "name" will be kept confidential and will be available only to you (the subject) and to the principal investigator. Each subject will be personally verbal prior to the signing of consent and grade point averages. At the end of this study there will always exist the possibility as that information regarding self-image can be kept confidential. Some results will be available through the published literature in the following literature. It is hoped that this study will benefit you by providing in this study because it is unique in effect and type of research about the your activities.

If you have any questions about this study and the procedures which are being followed, I will be happy to answer them. You are free to withdraw your consent to participate in this project at any time without being penalized.

I have read and understand the procedures described above. I agree to participate in the procedures and I have received a copy of this description.

Subject	_____	Date	_____	Signature	_____	_____
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Signature of other than subject	_____	Date	_____
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APPENDIX B
MEANS AND STANDARD DEVIATIONS OF ALL VARIABLES
FOR SPECIALLY ADMITTED BLACK UNIVERSITY STUDENTS

Variable	N	Mean	SD
College GPA	87	0.6147	0.1707
Grade	87	2.8718	0.6409
Self-Perf	87	498.7346	78.4188
Self-Perfadj	87	328.1761	58.4783
Self-Rel	87	347.5278	58.3408
Self-Orientation	87	31.8837	8.2388
Personal Satisfaction	87	382.8778	37.0848
Identity	87	138.8494	30.8703
Self-Orientation	87	138.8494	30.8703
Behavior	87	113.8271	21.4188
Physical Self	87	78.4888	7.8479
Social-Desired Self	87	78.1840	4.8778
Personal Self	87	88.8888	8.8408
Family Self	87	71.1438	4.3838
Intel. Self	87	88.8888	7.1711
Total Variance	87	84.8888	21.8318
College Variance	87	38.8271	8.2788
Sex Variance	87	88.8888	7.8478
Working Conditions	87	42.8778	4.8788
Compensation	87	48.8140	7.8838
Quality of Education	87	48.8888	7.8848
Social Life	87	48.8888	8.8718
Occupation	87	48.8888	8.8837
Total Satisfaction	87	317.7521	38.8278

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BIOGRAPHICAL SKETCH

Betty Jean Stewart was born in Gainesville, Florida, on February 12, 1930, to James and Dorothy Stewart. She attended public school in Alachua County and received many awards upon graduation including valedictorian of the senior class. She began her undergraduate career at Williams-Brinson College in Daytona Beach, Florida, and later transferred to the University of Florida in Gainesville, Florida, and received a B.A. in psychology. She continued her education at the University of Florida and received a Master of Arts degree in 1954.

In August 1954, she was hired as the Controller Coordinator for Special Services/Upward Bound at the University of Florida.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Joseph W. Little
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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


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